
EVALUATION OF THE

Indiana 21st Century Community Learning Centers Initiative

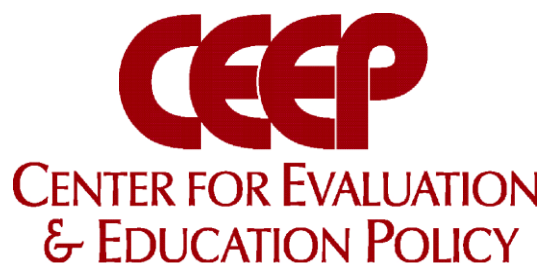
2007-2008
SUMMATIVE DATA ANALYSIS

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1. Introduction

The 21st Century Community Learning Centers (CCLC) program originally began as part of Congress's reauthorization of the Elementary and Secondary Education Act of 1994 to provide grants to schools to expand education services beyond the regular school hours. Since that time, the 21st CCLC program has been one of the fastest growing programs in the federal government, with a 2007 appropriation of nearly \$1 billion serving 9,930 centers. The No Child Left Behind Act of 2001 (NCLB) amended the Elementary and Secondary Education Act (ESEA) and reauthorized the 21st CCLC program under Title IV, Part B. Although the basic philosophy of the program remained the same, the reauthorization resulted in some significant changes in the 21st CCLC program. These changes included providing a stronger academic focus and expanding eligibility to community-based organizations. In addition, the NCLB reauthorized administration of the 21st CCLC program. Whereas the U.S. Department of Education previously made competitive awards directly to local education agencies, the reauthorization made funds flow to states based on their share of Title I, Part A funds, with the State Educational Agency (SEA) responsible for management and administration of the program.

The Center for Evaluation and Education Policy (CEEP) at Indiana University partnered with the Indiana Department of Education to conduct a comprehensive evaluation that meets federal requirements and provides useful data on both the implementation and outcomes of the 23 programs (with 70 sites) funded in 2007 in Cohort Three. The present report summarizes data collected by program directors and site coordinators of these 70 program sites. Data from the 2007-2008 school year were entered into EZ Reports for each program site throughout the term and downloaded by CEEP in July 2008. Additional data were provided through the submission of *Short Term Performance Measure (STPM) Reports* completed by each project director in June 2008. These reports provided information on the extent to which each program site made progress toward the performance measures proposed in their application for funding.

Two types of data are summarized in the present report: *process* and *outcome* data. *Process* data assess the extent to which Cohort Three programs are serving their intended populations. These data include the number of students who attend Indiana programs (regularly and frequently), demographics of student attendees (e.g., grade level, race/ethnicity, eligibility for free or reduced

lunch and/or special education services), and the degree of academic need among students served by the programs (determined by Fall 2007 ISTEP scores). *Outcome* data assess the extent to which programs observe positive academic and behavioral changes in students who attend the program regularly. Data analyzed include progress toward site-level performance measures for the 2007-2008 school year, behavioral outcomes collected through teacher surveys, and student grades.

2. Process Data: Student Attendance

During the 2007-2008 school year, a total of 5,094 students attended Cohort Three 21st CCLC programs for a minimum of 30 days. This number falls somewhat short of the 6,811 students proposed to be served across all Cohort Three programs. Of the 23 programs included in Cohort Three, only seven met or exceeded their proposed service numbers for the 2007-2008 school year. Table 1 displays the number of students each program proposed to serve during the 2007-2008 program year and the actual number served. Although some programs may include students served during the summer in their proposed numbers, summer attendance figures are not included in the actual number of students served. It is therefore possible that some programs met their proposed targets when summer enrollment numbers are included. Rows shaded in yellow indicate those programs that met or exceeded their targeted attendance numbers during the 2007-2008 academic year.

Table 1. Number of Students who Attended Indiana 21st CCLC Programs (2007-2008 Academic Year)

	Targeted # of Students Served	Actual # of Students Served 30+ Days	% of Students Served 30+ Days
A Better Way Services, Inc.	235	270	70%
Archdioceses of Indianapolis	455	488	67%
Boys and Girls Club of Indianapolis	100	139	63%
Boys and Girls Club of St. Joseph County	460	381	88%
Christel House Academy	200	22	11%
Community Schools of Frankfort	200	102	71%
Concord Community Schools	90	80	29%
Crawford County Community School Corporation	65	20	34%
DeKalb County Ctrl-United School District	320	193	60%
Elkhart Community School Corporation	505	289	47%
Evansville-Vanderburgh School Corporation	1,156	570	48%
Hoosier Uplands Economic Development	200	242	86%
Lafayette School Corporation	100	83	56%
LEAP of Noble County	270	172	57%
Link (Whitewater College Programs)	60	56	66%
Michigan City Area Schools	730	660	77%

	Targeted # of Students Served	Actual # of Students Served 30+ Days	% of Students Served 30+ Days
MSD of Perry Township	100	43	12%
MSD of Washington Township	320	372	95%
New Albany-Floyd County Schools	300	189	81%
North Adams Community Schools	125	137	56%
Scott County School District	150	87	66%
United Hispanics of Americans, Inc.	280	75	21%
YMCA of Greater Indianapolis	390	424	66%
All Cohort Three Programs	6,811	5,094	59%

Table 1 also displays the overall proportion of student attendees served by each program on a regular basis (at least 30 days during the year). As shown in the last row of the table, the statewide regular attendance rate was 59% during the 2007-2008 school year. In other words, 59% of students who attended a 21st CCLC program in Indiana during the 2007-2008 school year attended at least 30 days. A number of Cohort Three programs had rates of regular attendance that were considerably higher than the state average, and a number of programs had rates that were lower. For example, MSD of Washington Township had the highest rate of regular attendance among all programs with 95% of program participants attending at least 30 days. At the other end of the spectrum, the lowest rates of regular attendance were observed for Christel House Academy (11%) and MSD of Perry Township (12%).

Table 2 displays the proportion of students who attended each Cohort Three program 30 to 59 days or 60 or more days. Because research indicates that students who attend after school programs for a minimum of 60 days per school year benefit more academically than those who attend fewer days, it is particularly important to assess the extent to which Indiana programs are serving students at this level of frequency. As indicated by the rows shaded in yellow, six Indiana programs served at least 50% of total attendees for 60 days or more during the 2007-2008 school year.

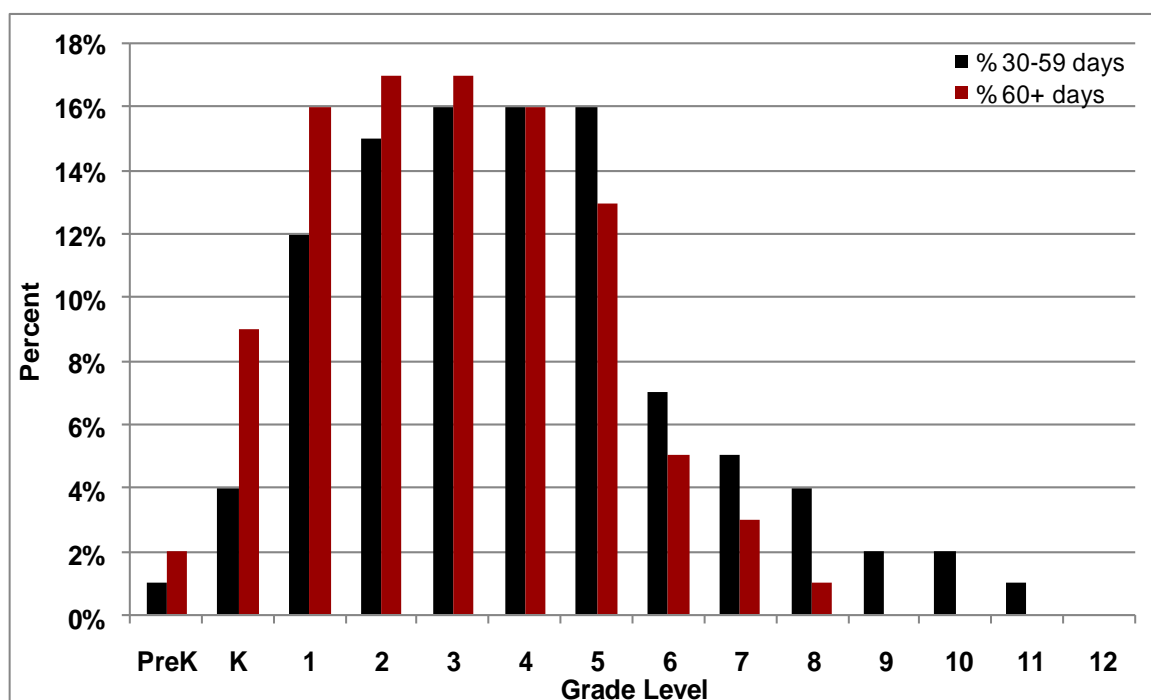
Table 2. Number of Students who Attended Indiana 21st CCLC Programs (2007-2008 Academic Year)

	Total # of Attendees	# of Students Served 30-59 Days	% of Students Served 30-59 Days	# of Students Served 60+ Days	% of Students Served 60+ Days
Aggregate	8,600	1,895	22%	3,199	37%
A Better Way Services, Inc.	387	123	32%	147	38%
Archdioceses of Indianapolis	724	88	12%	400	55%
Boys and Girls Club of Indianapolis	219	54	25%	85	39%
Boys and Girls Club of St. Joseph County	431	72	17%	309	72%
Christel House Academy	204	21	10%	1	0%
Community Schools of Frankfort	144	102	71%	0	0%
Concord Community Schools	274	28	10%	52	19%
Crawford County Community School Corporation	58	15	26%	5	9%
DeKalb County Ctrl-United School District	320	68	21%	125	39%
Elkhart Community School Corporation	612	240	39%	49	8%
Evansville-Vanderburgh School Corporation	1,198	383	32%	187	16%
Hoosier Uplands Economic Development	280	36	13%	206	74%
Lafayette School Corporation	149	19	13%	64	43%
LEAP of Noble County	300	66	22%	106	35%
Link (Whitewater College Programs)	85	16	19%	40	47%
Michigan City Area Schools	854	161	19%	499	58%
MSD of Perry Township	364	38	10%	5	1%
MSD of Washington Township	391	69	18%	303	77%
New Albany-Floyd County Schools	232	100	43%	89	38%
North Adams Community Schools	246	40	16%	97	39%
Scott County School District	132	30	23%	57	43%
United Hispanics of Americans, Inc.	351	54	15%	21	6%
YMCA of Greater Indianapolis	645	72	11%	352	55%
All Cohort Three Programs	8,600	1,895	22%	3,199	37%

3. Process Data: Student Attendee Demographics

Student Grade Level. Figure 1 displays the proportion of students in each grade served 30 to 59 and 60 or more days by Cohort Three programs during the 2007-2008 school year. Although the majority of students served on a regular basis were in first through fifth grade, the most frequent attendees (those served 60 or more days) were in grades one, two, and three. Across all Cohort Three programs, relatively few middle and high school students were served 30 to 59 or 60 or more days.

Figure 1. Proportion of Students who Attended Indiana 21st CCLC Programs in Each Grade Level (2007-2008 Academic Year)



Eligibility for Free or Reduced Lunch. Table 3 shows the percentage of regular participants served by each program who were identified as eligible for free or reduced lunch in the EZ Reports system. Program staff from each site were requested to enter this information for all participating students, although it is likely that the information was not entered consistently for all participants. In some cases, it appears as if the information was not entered for any participants, as it seems unlikely that none of the participants were eligible for free or reduced lunch. Rows shaded in yellow in Table 3 identify those programs that served a percentage of students eligible for free or reduced lunch consistent with the district or school rate. In these cases, the percentages in the table are most likely

representative of the actual percent of eligible students served. However, the data entry configuration in EZ Reports did not differentiate between those students who were not eligible for free or reduced lunch and those for whom data were not entered. Therefore, it is likely that many of the programs that show 0% of regular participants eligible for free or reduced lunch did not enter these data for students. In future years, this should not be an issue, as the EZ Reports system has been modified to differentiate between missing data and students who are not eligible for free or reduced lunch.

Table 3. Eligibility for Free/Reduced Lunch Among Regular Program Participants

Program	% of Free/Reduced Lunch Eligibility for Regular Attendees	Comparable School/District Rate
A Better Way Services, Inc.	0%	60%
Archdioceses of Indianapolis	11%	10%
Boys and Girls Club of Indianapolis	91%	79%
Boys and Girls Club of St. Joseph County	16%	60%
Christel House Academy	0%	82%
Community Schools of Frankfort	52%	59%
Concord Community Schools	0%	42%
Crawford County Community School Corporation	0%	52%
DeKalb County Ctrl-United School District	54%	33%
Elkhart Community School Corporation	0%	59%
Evansville-Vanderburgh School Corporation	0%	51%
Hoosier Uplands Economic Development	11%	39%
Lafayette School Corporation	1%	55%
LEAP of Noble County	90%	60%
Link (Whitewater College Programs)	0%	52%
Michigan City Area Schools	8%	61%
MSD of Perry Township	54%	47%
MSD of Washington Township	47%	46%
New Albany-Floyd County Schools	89%	36%
North Adams Community Schools	54%	30%
Scott County School District	17%	45%
United Hispanics of Americans, Inc.	31%	60%
YMCA of Greater Indianapolis	17%	79%
All Cohort Three Programs	23%	-

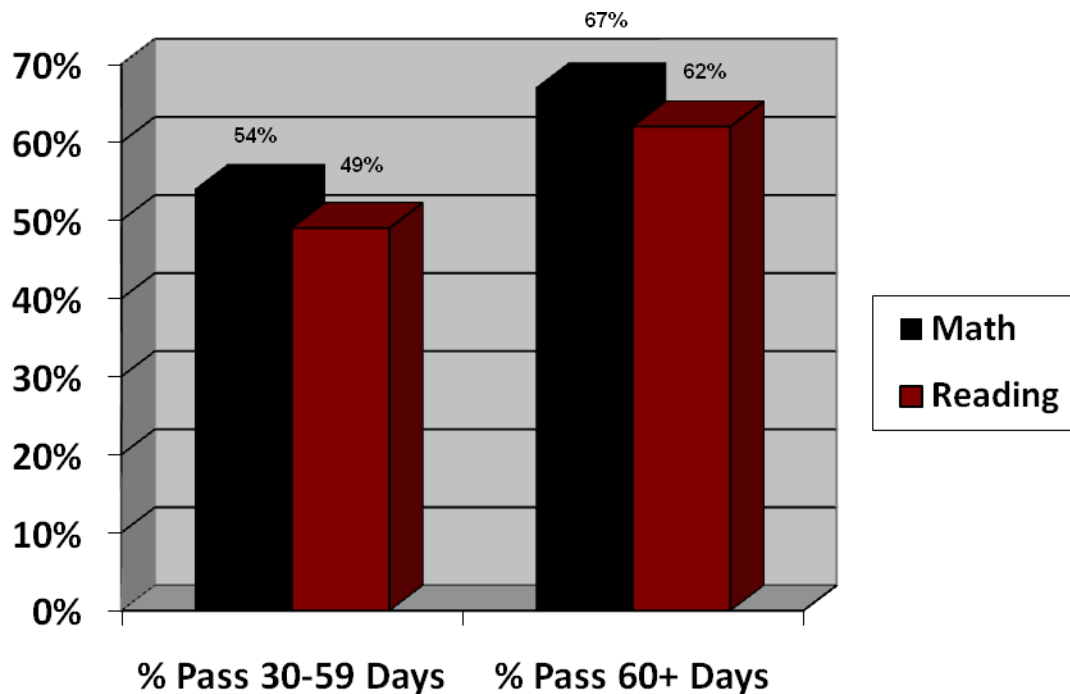
Eligibility for Special Education Services. Table 3 shows the percentage of regular participants served by each program who were identified as eligible for special education services in the EZ Reports system. Similar to the data on eligibility for free or reduced lunch, these data appear to be incomplete for most of the programs in Cohort Three. Yellow rows in the table identify those programs that appear to have rates similar to the school or district rate. In these cases, the percentages in the table are most likely representative of the actual percentage of eligible students served. Recent modifications of the EZ Reports system will allow for differentiation between missing data and students who are not eligible for special education services.

Table 4. Special Education Rates Among Regular Program Participants

Program	Special Education Rates for Regular Attendees	Comparable School/District Rate
A Better Way Services, Inc.	0%	26%
Archdioceses of Indianapolis	0%	Unavailable
Boys and Girls Club of Indianapolis	0%	19%
Boys and Girls Club of St. Joseph County	1%	24%
Christel House Academy	0%	14%
Community Schools of Frankfort	0%	15%
Concord Community Schools	0%	16%
Crawford County Community School Corporation	0%	18%
DeKalb County Ctrl-United School District	15%	16%
Elkhart Community School Corporation	0%	18%
Evansville-Vanderburgh School Corporation	10%	22%
Hoosier Uplands Economic Development	0%	21%
Lafayette School Corporation	4%	24%
LEAP of Noble County	1%	11%
Link (Whitewater College Programs)	0%	18%
Michigan City Area Schools	1%	22%
MSD of Perry Township	21%	17%
MSD of Washington Township	10%	16%
New Albany-Floyd County Schools	0%	19%
North Adams Community Schools	0%	15%
Scott County School District	0%	20%
United Hispanics of Americans, Inc.	0%	21%
YMCA of Greater Indianapolis	1%	19%
All Cohort Three Programs	3%	-

Participant ISTEP Pass-Rates. An additional indicator of academic need among Indiana 21st CCLC participants is failure to attain grade-specific standards measured through ISTEP. Figure 2 shows that, among students attending Cohort Three programs 30 to 59 and 60 or more days, nearly half passed the math and reading portions of ISTEP in Fall 2007. Among those students who participated 60 or more days, nearly two-thirds passed each portion of ISTEP, suggesting that many of the students who attended programs most frequently were already proficient in Indiana math and reading standards. This is important, as these data suggest that only about one in three of the students who attended the program most frequently could be considered “academically at risk” based on Fall 2007 math and reading proficiency levels.

Figure 2. Proportion of Regular Participants who Passed the Math and Reading Portions of ISTEP in Fall 2007



4. Outcome Data: Student Behavior

The federal evaluation of the 21st CCLC initiative requires that all programs administer a standardized survey to a teacher of each student who attends a 21st CCLC regularly. Among Cohort Three programs, Teacher Surveys were returned for 4,040 of the 5,094 students who attended at least 30 days during the 2007-2008 school year. The total number of surveys collected represents 79% of all students who attended programs regularly during the 2007-2008 school year.

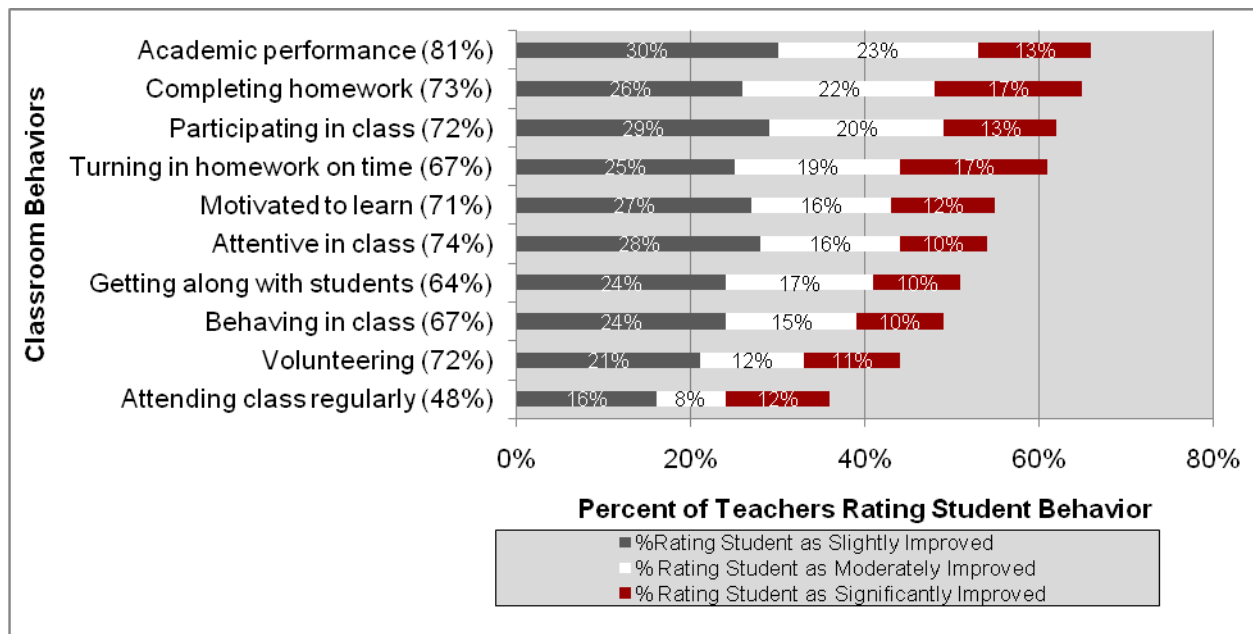
Table 5 displays the percentage of teachers who reported student improvement, decline, no change, or no change needed for each of the 10 behaviors included on the Teacher Survey. It should be noted that improvement rates for each behavior should not be compared in this table. Instead, the proportion of students whom teachers rated as “no change needed” should be filtered out, and then improvement rates compared. Results presented later in this chapter will exclude those students who did not need to improve, thereby allowing direct comparison of rates of improvement between behaviors. Table 5 best illustrates those behaviors that the majority of students needed to improve (i.e., academic performance, being attentive in class, and completing homework assignments).

Table 5. Percent of Teachers Reporting Behavioral Improvements

Behavior	No Change Needed	Student Improved	No Change in Student	Student Declined
Turning in homework on time	33%	62%	28%	11%
Completing homework assignments to your satisfaction	27%	65%	25%	10%
Participating in class	28%	62%	33%	5%
Volunteering (for extra credit or more responsibilities)	28%	44%	54%	3%
Attending class regularly	52%	36%	57%	8%
Being attentive in class	26%	54%	33%	13%
Behaving well in class	33%	49%	35%	16%
Academic performance	19%	66%	24%	10%
Coming to school motivated to learn	29%	55%	36%	9%
Getting along well with other students	36%	51%	37%	12%

Figure 3 displays behavioral improvement rates *for only those students whom teachers reported as needing to improve each listed behavior*. Percentages listed in parentheses beside each behavior represent the proportion of regularly attending students who *needed to improve* the particular behavior. For example, of the 67% of students who needed to improve turning their homework in on time, just over 60% improved slightly, moderately, or significantly. The area of greatest improvement was *academic performance*: teachers reported that just under 70% of students who needed to improve made improvements over the course of the school year. The area of least improvement was attending class regularly: fewer than 40% of students needing improvement increased their attendance over the course of the year.

Figure 3. Proportion of Regular Participants who Improved Various Behaviors Rated by Teachers



Program-level analysis revealed that a number of programs showed higher than average levels of behavioral improvements as measured through Teacher Surveys. Teachers of students who attended the following five programs reported levels of behavioral improvement that exceeded aggregate Cohort Three levels in all ten areas of behavior:

- MSD of Perry Township
- New Albany-Floyd County Schools
- North Adams Community Schools
- Scott County School District
- YMCA of Greater Indianapolis

5. Outcome Data: Student Grades

Student grades were entered in EZ Reports by staff of each Cohort Three program. The following results include the grades of those students who attended the program at least 30 days during the 2007-2008 school year. Comparisons between *Fall Final* and *Spring Final* grades were calculated for those programs with data in these fields. Because not all programs entered grade data consistently, grade changes needed to be calculated in some cases by comparing *Fall 2* to *Spring 2* grades. Grade changes of at least one half grade (e.g., from a “B-” to a “B”) are considered “increases” or “decreases” (depending upon the direction of the change). The following results include the reading and math grades of 77% and 76% of regular participants of Cohort Three programs, respectively.

As shown in Figure 4, 30% of participants who attended 30-59 days and 33% of students who attended 60 or more days increased their reading grade during the 2007-2008 school year. Unfortunately, this is roughly equivalent to the proportion of students who did not change their grade over the course of the school year. It should be noted, however, that 11% and 12% of students served by the program 30-59 days and 60 or more days (respectively) achieved the highest grade possible during both grading periods. Similar results were observed with math grades (see Figure 5).

Figure 4. Reading Achievement for All Regular Participants

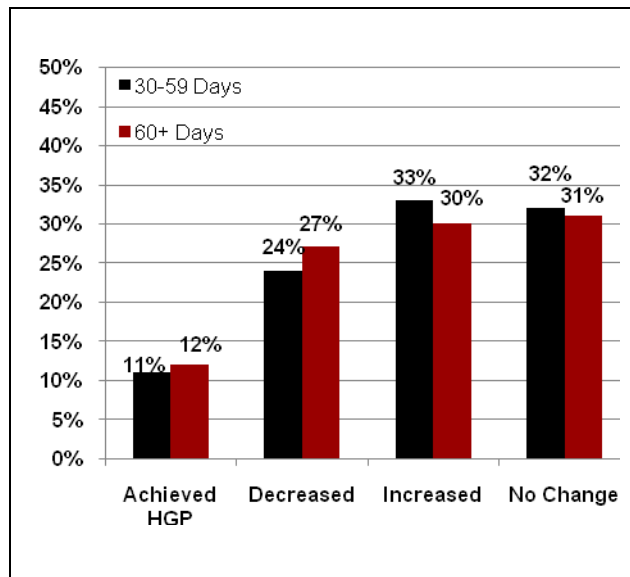
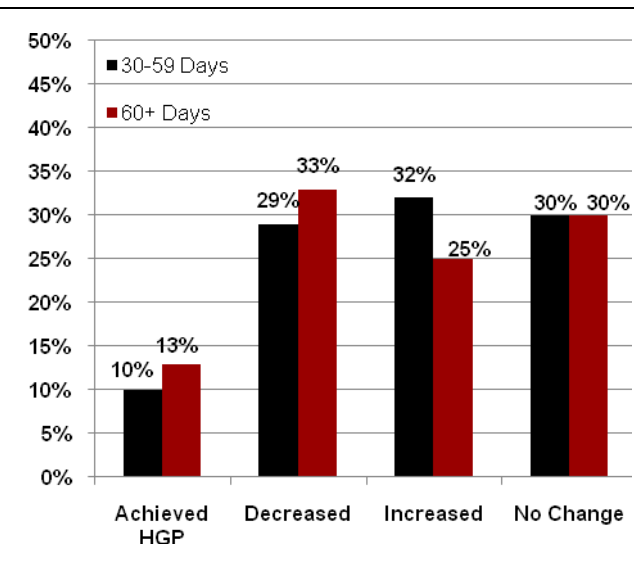


Figure 5. Math Achievement for All Regular Participants



A second set of analyses were conducted to examine grade changes of only those students who were struggling in reading and/or math during the first grading period analyzed. Figures 6 and 7 include only those students who earned a Fall Final grade of “C” or below in reading and/or math. Forty-seven percent of students who attended 30-59 days and 44% of students who attended 60 or more days increased their reading grade during the 2007-2008 school year. Similar results were observed for math grades, although the proportion of students increasing their grade was somewhat lower in both attendance categories (see Figure 7). While these data seem to suggest that struggling students are more likely to improve their grades as a result of being regular or frequent program participants, it should also be noted that the proportion of students earning a “C” or lower during the fall grading period who failed to increase or decrease their grade (“no change”) is also higher. In other words, although struggling students were more likely to increase their grade (compared to all students), they were also more likely to have no change in their grades from the fall to spring semesters.

Figure 6. Reading Achievement for Struggling Regular Participants

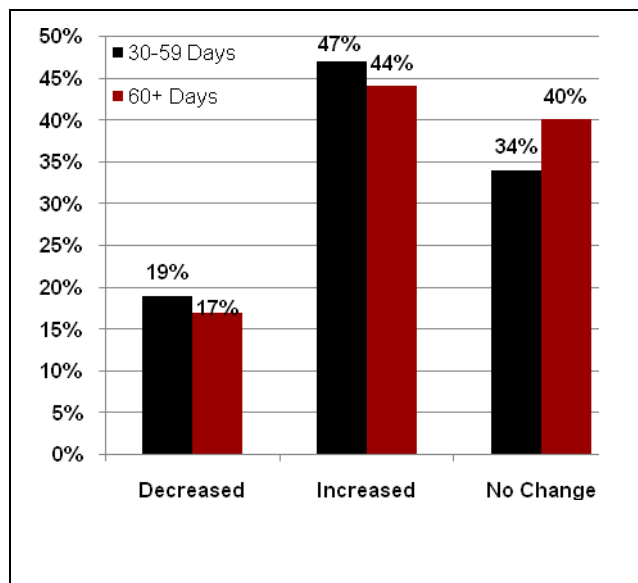
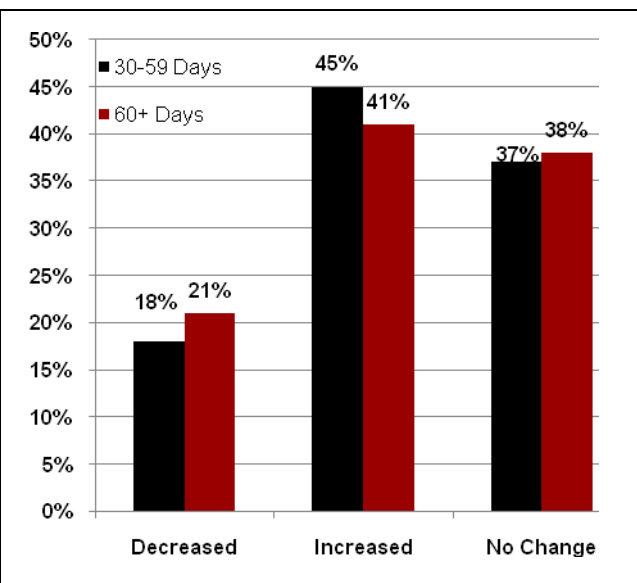


Figure 7. Math Achievement for Struggling Regular Participants



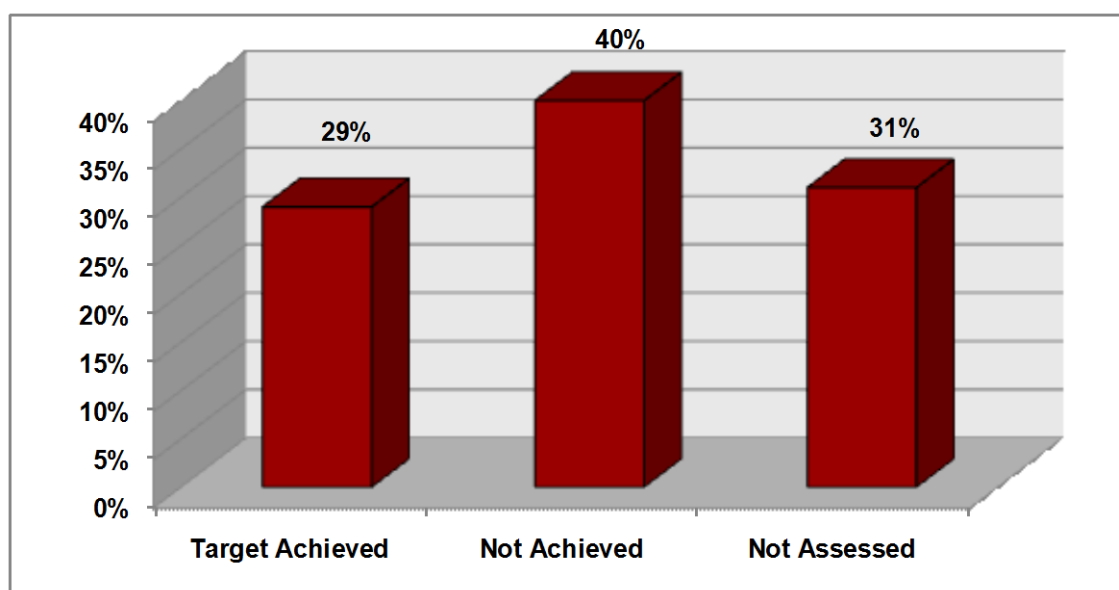
6. Outcome Data: Short-Term Performance Measures

Cohort Three programs were required to propose academic and attendance performance measures for each program site for each year of the funding period. Programs could also propose performance measures related to student behavior. In June 2008, program directors submitted Short Term Performance Measure (STPM) Reports for the 2007-2008 school year. STPM Reports were submitted by 69 of 71 funded program sites (the two remaining sites were not open during the 2007-2008 academic year). Across all program sites, 183 math, 235 reading, and 74 attendance measures were submitted, although approximately 10% of the measures were not the original measures proposed by programs in their initial grant application.

Math Performance Measures

As shown in Figure 8, nearly one-third of all math performance measures reported were not assessed. Among those that were, the majority were not achieved. In many cases, this was due to inappropriate targets that were initially set. In other cases, particularly those program sites that set grade-level targets, there were not enough students in each grade level to assess substantive changes. Among the nearly 30% of math measures that were achieved, few were set for specific grade levels and instead applied to nearly all regularly attending students.

Figure 8. Math Performance Measures Reported in 2007-2008 (N=183)

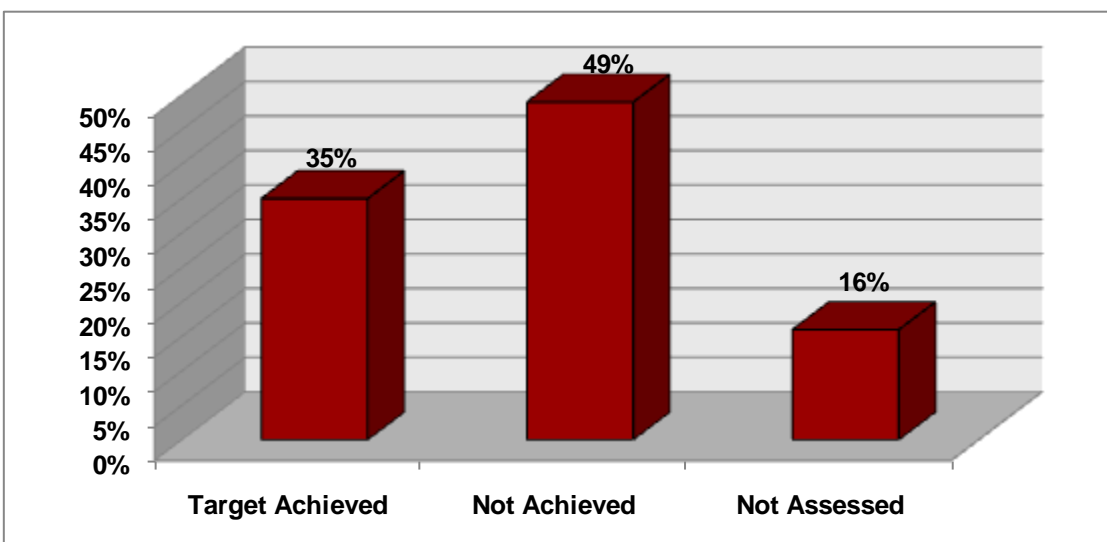


Reading Performance Measures

Among performance measures related to reading, programs did a much better job gathering the data necessary to assess progress. Only 16% of reading performance measures were not assessed.

However, nearly half of all measures were not achieved. Once again, this was often related to the use of grade-specific performance measures and small numbers of students in each grade.

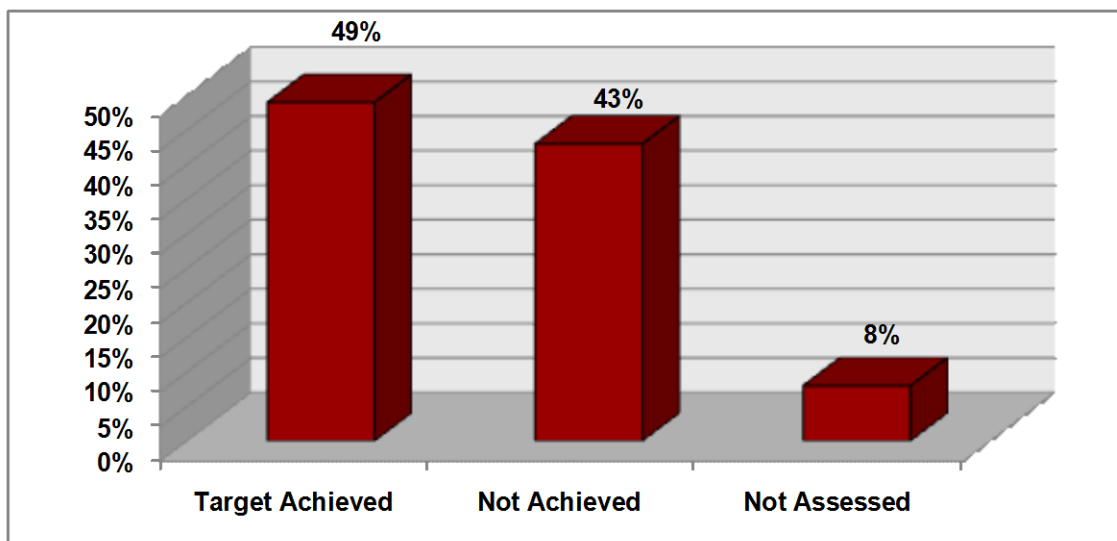
Figure 9. Reading Performance Measures Reported in 2007-2008 (N=235)



Student Attendance Performance Measures

Although the majority of performance measures related to student attendance during the regular school day were assessed, 15% of programs used inappropriate data to do so. Specifically, a number of programs reported school-wide attendance rates instead of measuring attendance patterns of those students who actually attended the after school program. This significantly affected the rate at which program sites achieved their proposed targets, as most of the school-wide data reflected positive attendance trends. Therefore, the data displayed below in Figure 10 should be interpreted with caution.

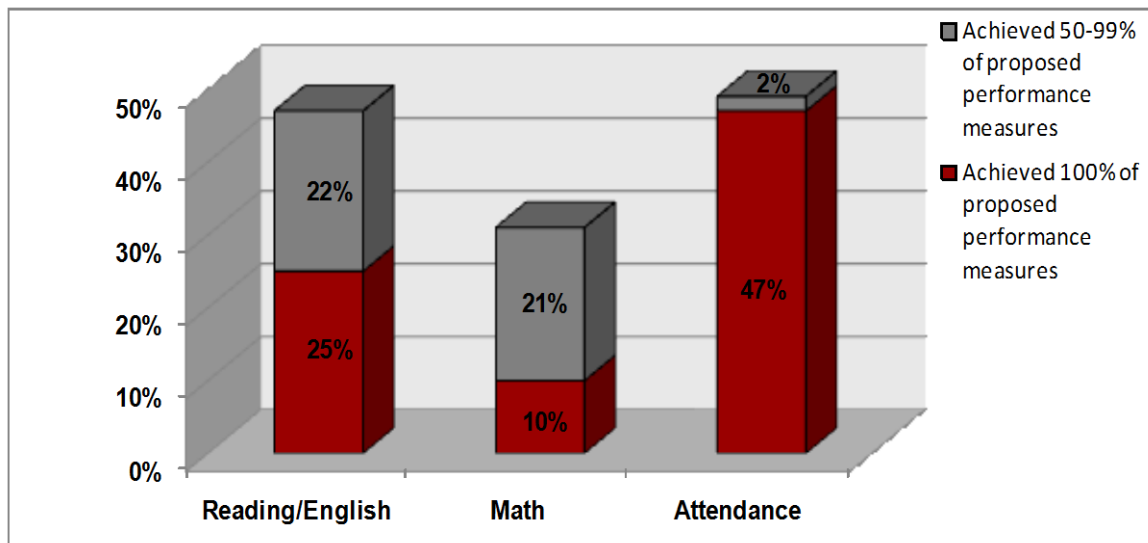
Figure 10. Student Attendance Performance Measures Reported in 2007-2008 (N=74)



Site-Level Analyses

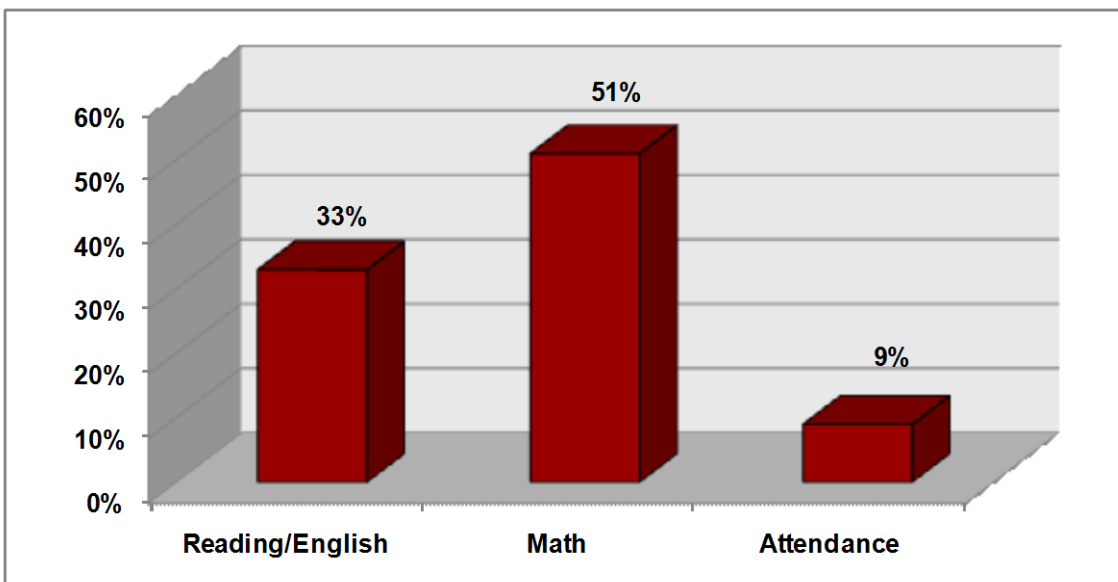
CEEP also tabulated the proportion of performance measures achieved by each individual program site. Interestingly, none of the program sites achieved all proposed measures. However, 12 sites failed to achieve any of their proposed measures. Low sample sizes and unavailable data were primary contributors to these trends. Within each of the three areas (math, reading, and attendance), there were a number of sites that achieved all of their proposed performance measures. Additional program sites achieved at least half but not all of their measures. As shown in Figure 11, the proportion of sites that achieved 100% of their reading or math measures was 25% and 10%, respectively. However, nearly half of all sites achieved 100% of their attendance related measures. It should be noted, however, that most sites only proposed one attendance performance measure. Therefore, this percentage is similar to the overall percentage of performance measures that were achieved in this area.

Figure 11. Percentage of Sites that Achieved 100% and 50-99% of Proposed Short-Term Performance Measures



Because failure to assess progress towards performance measures was commonplace during the 2007-2008 reporting period, a final set of analyses determined the proportion of program sites that failed to assess progress towards one or more of their proposed performance measures in each area. As shown in Figure 12, one-third of all program sites failed to assess progress toward at least one reading measure, and over half of all program sites failed to measure progress toward at least one math measure. Very few sites did not assess and report progress, although in a number of cases inappropriate data were used to assess progress. Nonetheless, this was still the area in which programs were likely to both measure and attain success in achieving performance measures.

Figure 12. Percentage of Sites that Failed to Assess One or More Proposed Performance Measure (per area)



Next Steps

CEEP presented the previous results to all Cohort Three program directors in September 2008. In consultation with the Indiana Department of Education, it was determined that programs would be given the opportunity to revise their STPMs for the 2008-2009 academic year. In order to strengthen the performance measures, CEEP presented a standardized framework for revising site-level performance measures. All programs were asked to submit at least one math, reading, and attendance performance measure for each site at which programming occurred. Student behavior measures were still optional. In order to enhance consistency and rigor across the measures, CEEP made the following recommendations:

- Each performance measure should include a numerical target (instead of simply proposing an increase, for example);
- Grade-specific measures were discouraged due to small sample sizes;
- Data sources for measurement should not include ISTEP scores, school-wide attendance rates, or teacher surveys;
- Programs were encouraged to use local assessments delivered at each school for math and reading performance measures, although changes in student grades were acceptable if schools did not regularly administer assessments other than ISTEP.

Program directors submitted their revised performance measures to CEEP prior to the October 1 deadline. As they were submitted, CEEP reviewed all measures and returned those that required revisions to the program director. For the remainder of the 2008-2009 academic year, CEEP has provided the following guidelines and deadlines for STPM reporting:

- Programs can petition to change a performance measure only if data collection methods have been abandoned by schools.
- **April 30, 2009** – Petitions to change performance measures due to unavailable data must be submitted to CEEP.
- **May 30, 2009** – Requests for late submission of Annual Performance Measure Reports must be submitted to CEEP.
- **June 30, 2009** – 2008-2009 Annual Performance Measure Reports must be submitted to CEEP.
- Failure to measure progress toward any proposed performance measure *during each year* will result in a program review by the Indiana Department of Education.
- Failure to make progress toward any proposed performance measure for *two years in a row* will result in a program review by the Indiana Department of Education.

7. Summary and Conclusions

Taken together, the results of evaluation data collected during the 2007-2008 school year for the Indiana 21st CCLC Initiative provide evidence of program success for Cohort Three. Each of the areas discussed in this report are summarized below. Primary results related to student attendance, attendee demographics, student behavior, student grades, and short-term performance measures are summarized below.

Student Attendance. During the 2007-2008 school year, 5,094 students attended Cohort Three 21st CCLC programs at least 30 days. Of the 23 programs included in Cohort Three, only seven met or exceeded their proposed service numbers for the 2007-2008 school year. However, because summer attendance figures were not included in these figures, it is possible that some programs met their proposed targets when summer enrollment numbers are included. In future years, it would be useful for programs to differentiate summer enrollment targets and school-year enrollment targets. In this way, programs that provide considerable amounts of summer programming and less school-year programming (or vice versa) could more precisely project their service trends.

Because research indicates that students who attend programs for a minimum of 60 days per school year benefit more academically than those who attend fewer days, it is important to assess the extent to which Indiana programs served students at this level of frequency. Six Indiana programs served at least 50% of total attendees for 60 days or more during the school year. Three programs (Boys and Girls Club of St. Joseph County, Hoosier Uplands Economic Development, and MSD of Washington Township) did particularly well in this area, serving at least 70% of total attendees 60 days or more.

Student Attendee Demographics. The majority of students served on a regular basis (30-59 days) were in first through fifth grade, with the most frequent attendees (those served 60 or more days) in grades one, two, and three. Therefore, students who attended most frequently were generally very young. In contrast, relatively few middle and high school students were served 30 to 59 or 60 or more days.

In regard to eligibility for free or reduced lunch and special education, it seems likely that data were not entered consistently for all participants. Because data entry configuration in EZ Reports did not

differentiate between those students who were not eligible for free or reduced lunch from those for whom data were not entered, data presented in this report appear to be incomplete for most of the programs in Cohort Three. In future years, this should not be an issue, as the EZ Reports system has been recently modified to differentiate between students for whom data are missing and those who are not eligible for these services.

Among regular attendees, nearly half of all participants passed the math and reading portions of ISTEP in Fall 2007. Of those students who participated 60 or more days, nearly two-thirds passed each portion of ISTEP, suggesting that many of the students who attended programs most frequently were already proficient in Indiana math and reading standards. This is noteworthy, as these data suggest that only approximately one-third of the students who attended the program most frequently could be considered “academically at risk” based on Fall 2007 math and reading proficiency levels.

Student Behavior. Teacher Surveys were returned for 4,040 regularly attending students, representing 79% of all students who attended programs regularly during the 2007-2008 school year. The area that teachers reported as the greatest area of improvement was *academic performance*: teachers reported that just under 70% of students who needed to improve increased their academic performance over the course of the school year. The area that teachers identified as the least improved was *attending class regularly*: fewer than 40% of students needing improvement increased their attendance over the course of the year.

Student Grades. Reading and math grades were available for 77% and 76% of regular participants of Cohort Three programs, respectively. Thirty percent of participants who attended 30-59 days and 33% of students who attended 60 or more days increased their reading grade during the 2007-2008 school year. Unfortunately, this is roughly equivalent to the proportion of students who did not change their grade over the course of the school year. However, 11% and 12% of students served by the program 30-59 days and 60 or more days (respectively) achieved the highest grade possible during both grading periods. Similar results were observed with math grades. To further examine grade changes, those students who were struggling in reading and/or math during the first grading period were analyzed. Of those students struggling at the beginning of the year, 47% of students who attended 30-59 days and 44% of students who attended 60 or more days increased their reading

grade during the 2007-2008 school year. Similar results were observed for math grades. While these data suggest that struggling students are more likely to improve their grades as a result of being regular or frequent program participants, it should be noted that struggling students were also more likely to have no change in their grades from the fall to spring semesters.

Among regularly attending participants, approximately one in four decreased their grade from fall to spring. While it is not clear if these students attended the program throughout the entire school year, programs must work to ensure student grades do not decrease throughout the school year. In particular, program staff should make certain that students who are struggling receive the necessary academic supports they need in order to succeed in school.

Short Term Performance Measures. STPM Reports were submitted by 69 of 71 funded program sites (the two remaining sites were not open during the 2007-2008 academic year). Unfortunately, progress toward nearly one-third of all math performance measures and 16% of all reading performance measures was not assessed. Among the measures that were assessed, the majority were not achieved. In many cases, this was due to inappropriate targets that were initially set. In other cases, particularly those program sites that set grade-level targets, there were not enough students in each grade level to assess substantive changes. In regard to performance measures assessing student attendance during the regular school day, the majority of measures were assessed, although 15% of programs used inappropriate data to do so. Specifically, a number of programs reported school-wide attendance rates instead of measuring attendance patterns of those students who actually attended the after school program.

Interestingly, none of the 69 program sites achieved all proposed performance measures. Moreover, 12 sites failed to achieve any of their proposed measures. Low sample sizes and unavailable data were primary contributors to these trends. In consultation with the Indiana Department of Education, it was determined that programs would be given the opportunity to revise their STPMs for the 2008-2009 academic year. In order to strengthen the performance measures, CEEP presented a standardized framework for revising site level performance measures. In order to enhance consistency and rigor across the measures, CEEP recommended that 1) each performance measure should include a numerical target; 2) grade-specific measures should be discouraged due to small sample sizes; 3) data sources for measurement should not include ISTEP scores, school-wide attendance rates, or teacher surveys; and 4) programs should be encouraged to use local assessments

delivered at each school for math and reading performance measures. It was also determined that for the remainder of the 2008-2009 academic year, programs can petition to change a performance measure only if data collection methods have been abandoned by schools. Failure to measure progress toward any proposed performance measure *during each year* will result in a program review by the Indiana Department of Education, and failure to make progress toward any proposed performance measure for *two years in a row* will result in a program review by the Indiana Department of Education.

As the Cohort Three Indiana 21st CCLC programs begin their second year of programming, the challenge of offering interesting, fun, and academically enriching activities to students continues. Indiana 21st CCLC programs and its partners have clearly demonstrated success in recruiting and retaining students to participate in its program sites, and increasing academic achievement. The next step involves continuing to assure that the individual academic and social needs of each participant are identified and met by programs, thereby assuring positive youth development and academic success.